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ABSTRACT

To increase the supply of modularized instructional materials to meet the need for preservice and/or inservice education of professional vocational educators, the National Center for Research in Vocational Education and seven interested states organized in 1978 a Consortium for the Development of Professional Materials for Vocational Education. To deliver the 166 competencies identified and nationally verified as important to local administrators in previous research (ED 164 746), it was estimated that twenty-five to thirty modules were needed. With six modules having been developed and field tested as part of another project (ED 164 747), the specific objective of the consortium for 1978-79 was to develop and field test seven additional competency-based modules designed specifically for use in the preparation of local administrators of secondary and postsecondary vocational education programs. One module was to be prepared by each of the seven member states: Florida, Illinois, Ohio, New York, North Carolina, Pennsylvania, and Texas. Following establishment of development priorities, modules were developed in a four-stage process involving preparation of (1) a module prospectus, (2) a field review version, (3) a field test version, and (4) the published edition. (Appendixes include the minutes of three board meetings and four progress reports.) (YLB)

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ED182500

CONSORTIUM FOR THE DEVELOPMENT OF PROFESSIONAL
MATERIALS FOR VOCATIONAL EDUCATION

First Annual Consortium Report
1978-1979

Robert E. Norton, Consortium Program Director
James B. Hamilton, Associate Program Director
Lois G. Harrington, Program Associate
Karen M. Quinn, Program Associate
Audni Miller-Beach, Graduate Research Associate

The National Center for Research in Vocational Education
The Ohio State University
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Columbus, Ohio 43210

1979

U.S. DEPARTMENT OF HEALTH,
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NATIONAL INSTITUTE OF
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THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- * Generating knowledge through research
- * Developing educational programs and products
- * Evaluating individual program needs and outcomes
- * Installing educational programs and products
- * Operating information systems and services
- * Conducting leadership development and training programs

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The work presented herein was performed by The National Center for Research in Vocational Education on behalf of the Consortium for the Development of Professional Materials for Vocational Education. Sponsors and members of the Consortium for 1978-1979 include the following states and/or cooperating agencies: the Florida Department of Education, Division of Vocational Education, and Florida International University, Division of Vocational Education; the Illinois State Department of Adult, Vocational, and Technical Education and Southern Illinois University at Carbondale; the Ohio State Department of Education, Division of Vocational Education; the New York State Education Department, Division of Vocational Education; the North Carolina Department of Public Instruction, Division of Vocational Education; the Pennsylvania Department of Education, Division of Vocational Education and Temple University, Department of Vocational Education; and the Texas Education Agency, Division of Occupational Education. The opinions expressed herein do not, however, necessarily reflect the position or policy of any of the sponsors, and no official endorsement by them should be inferred.

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Introduction

Several states have established the preservice and/or inservice education of local administrators of vocational education as one of their top priorities for personnel development. To increase the supply of high quality modularized instructional materials needed to help meet this training need, the National Center for Research in Vocational Education and seven interested states organized a Consortium for the Development of Professional Materials for Vocational Education. Beginning on September 1, 1978 the Consortium members combined their efforts to support the cooperative development, field testing, and implementation of competency-based materials for professional vocational educators. Initial efforts during 1978-79 were focused upon the development of competency-based administrator modules, using as a research base the 166 competencies* identified and nationally verified as important to local administrators in previous USOE-supported National Center research.

To deliver upon all the important competencies verified, it was estimated that a total of twenty-five to thirty modules were needed. With six modules having been developed and field tested as part of the original USOE project, the Consortium undertook the development of the additional modules at the rate of one module per member state per year.

Member States and Cooperating Institutions

While their membership became effective at different times during the year, seven states eventually became members during the 1978-79 year. The first contract was approved and signed on October 2, 1978 and the seventh contract was finalized on December 16, 1979. In four states, contracts for Consortium membership were made directly between the state agency and The Ohio State University Research Foundation, contracting agent for the National Center for Research in Vocational Education. In the other three states contracts were made with cooperating institutions of higher education.

*For more information about these competencies, see The Identification and National Verification of Competencies Important to Secondary and Postsecondary Administrators of Vocational Education by Robert E. Norton, Kristy L. Ross, Gonzalo Garcia, and Barry Hobart, Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

The sponsoring state agencies and/or cooperating educational institutions were as follows:

1. Division of Vocational Education
Florida Department of Education
and
Division of Vocational Education
Florida International University
2. Division of Adult, Vocational, and Technical Education
Illinois Office of Education
and
Vocational Education Studies Department and
Educational Leadership Department
Southern Illinois University at Carbondale
3. Division of Vocational Education
Ohio Department of Education
4. Division of Occupational Education
New York State Education Department
5. Division of Vocational Education
North Carolina Department of Public Instruction
6. Division of Vocational Education
Commonwealth of Pennsylvania
and
Department of Vocational Education
Temple University
7. Division of Occupational Education
Texas Education Agency

Consortium Operation

The Consortium operated through its Board of Members with each member state being entitled to one voting representative. The representatives and their respective states for 1978-1979 were as follows:

Dominic Mohamed, Florida
James Parker, Co-State Representative, Illinois
Wayne Ramp, Co-State Representative, Illinois
George Kosbab, Ohio
Dale Post, New York
Robert A. Mullen, North Carolina
Calvin Cotrell, Pennsylvania
Leo Schreiner and Patricia Lindley, Texas

The following persons also served as state department contacts in states where the contracting was conducted through a university:

Helen Lipscomb, Florida
James Haire, Illinois
Kenneth Swatt, Pennsylvania

Elected as officers for the 1978-79 year were:

Calvin Cotrell, President
Dale Post, President-Elect

The scope of work of the Consortium was carried out primarily by staff employed at the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio. Staff members, most of whom worked one-half time on the Consortium during 1978-79 included:

Robert E. Norton, Program Director
James B. Hamilton, Associate Program Director
Lois G. Harrington, Program Associate
Karen M. Quinn, Program Associate
Audni Miller-Beach, Graduate Research Associate
Debbie Linehan, Secretary

Ferman B. Moody, Associate Director of the National Center's Personnel Development Division, provided administrative assistance and guidance in carrying out the Consortium's work. (Note: This assistance was provided by the National Center at no cost to the Consortium.)

In addition to the National Center staff, thirty-five consultants were employed as either writers or module reviewers to help with the development process.

A brief explanation of several operational procedures will serve to explain how the Consortium functions:

1. Each member state has one vote on the Board of Members which is the legal policy-making body of the Consortium.
2. The Consortium Board meets twice per year, usually in September and March.
3. Consortium members participate in determining module priorities and field-testing procedures.

4. Consortium members nominate consultant writers and reviewers, and participate in field testing.
5. Consortium members have equal and immediate access to all of the materials developed.

Objective for 1978-79

While the major purpose of the Consortium is to support and participate in the development of professional materials needed for the preservice and inservice preparation of vocational educators, the specific objective of the Consortium for 1978-79 was to develop and field test seven competency-based modules designed specifically for use in the preparation of local administrators of secondary and postsecondary vocational education programs.

Development Procedures

The procedures used in developing and field testing the administrator modules can best be described as a cooperative development process. In one of the first steps, the member states voted to establish the priority competencies for module development. Once the development priorities were established (see Appendix A for a list of the rankings), the state representatives were asked to nominate qualified persons who could assist National Center staff as either a consultant module writer or module reviewer. The nominees plus selected others known to the National Center Consortium staff were contacted and asked to apply for the job of consultant writer or reviewer on one or more of the modules to be developed. From these applications, Consortium staff selected the most qualified persons available (for a list of these persons see Appendix B).

A four-stage development process was begun at that point to prepare the modules. The four-stage sequence of development includes (1) preparation of a module prospectus, (2) preparation of a field-review version, (3) preparation of a field-test version, and (4) preparation of the published edition. A brief description of the procedures used at each stage of development follows.

Preparation of the module prospectus.--The module prospectus is usually a four- to eight-page outline of the proposed module. It contains statements of the terminal and enabling objectives, an outline of the topics to be covered in the information sheets, the proposed learning activities and feedback, a tentative list of the performance assessment criteria, and a list of the specific competency statements to be addressed by the module. The prospectus is generally drafted by the Consortium staff member

assigned to the module after he or she has analyzed the competencies to be covered and reviewed the available literature. The prospectus is further developed and refined, however, at a one-day conceptualization meeting involving the consultant writers and Consortium staff. Three copies of the refined prospectus are submitted to each state representative for reviews and critiques by the persons they designate. A twenty-day turnaround time is requested so that the module writers can benefit from the critique received as they prepare the field review version.

Preparation of the field-review version.--After the conceptualization meeting, the two consultant writers are asked to immediately begin the preparation of information sheets, case studies, model answers, etc., based on their actual knowledge, experience, and expertise in the particular area. At the same time, the National Center staff writer continues the search for relevant literature and sample materials. The staff writer maintains contact with the consultant writers to answer questions, check on progress, and relay information received from the prospectus critiques. Once materials are received from the two consultants, the staff writer prepares the field-review version by merging, rewriting, editing, and formatting the material into a full-blown draft of the module. It is then reviewed internally by another Consortium staff member before duplication of the field review copies. Six copies of the field-review version of the module are sent either to the state representative or directly to the persons previously designated for voluntary reviews in each state. A module reviewer's checklist and directions for completing the reviews accompany each module. At the same time, three paid consultant reviewers are also asked to provide a detailed review and written critique of the module. Again, a twenty-day review period is utilized so that the reviewers' comments can be obtained as quickly as possible and used in preparing the field-test version.

Preparation of the field-test version.--All the field review module checklists and the written suggestions received are summarized and analyzed as the major input into development of the field-test version of the module. Commonly, two or three Consortium staff members review the comments and suggestions for improvement and decide on the changes to be made by the staff writer. When necessary, another consultant may be employed or further work may be requested of one or both of the initial consultants to supply needed material. Once the field-test version has been prepared, it again is reviewed internally by another Consortium staff member before duplication for field test purposes. Each member state and/or cooperative institution of higher education receives thirty copies of each module for field testing. In addition to the modules, field-test guidelines and instruments are provided for use by both the resource persons and administrator trainees. In most states, an orientation and

training session has also been conducted to prepare resource persons for their role in field testing.

Preparation of the published edition.--Although this stage of development has not yet been reached for reasons explained later, plans called for the summarization and analysis of field-test data from all states as a basis for preparation of the published version of each module by the Consortium staff. It is anticipated that data will be collected from at least five different states and a minimum of fifty administrator trainees before revision is begun. Once published, thirty copies of the module will be supplied to each member state and additional copies will be available through regular National Center publications channels.

Accomplishments

The Consortium's objectives for 1978-79 have been partially accomplished as of this writing. Two factors which have delayed the development process are discussed in a later section of this report. Reactions to the materials developed and field tested to date have been very positive.

The tentative titles of the modules developed for the 1978-79 Consortium year are as follows:

1. Direct Curriculum Development
2. Guide the Development and Improvement of Instruction
3. Provide a Staff Development Program
4. Direct Program Evaluation
5. Promote the Vocational Education Program
6. Manage Student Recruitment, Admissions, and Scheduling
7. Involve the Community in Vocational Education

The developmental status and projected dates for future activities regarding each module follow:

	<u>Prospectus Ready</u>	<u>Ready for Field Review</u>	<u>Ready for Field Test</u>	<u>Revision Completed</u>
1.	_____>			March '80
2.	_____>			March '80
3.	_____>			June '80
4.	_____>		Oct. 10	June '80
5.	_____>	Nov. 30	Feb. '80	August '80
6.	_____>	Nov. 30	March '80	August '80
7.	_____>	March '80	June '80	October '80

While it is apparent that all of the module field testing and revision work has not yet been completed, it is anticipated that

these activities can be completed without additional cost or difficulty during the 1979-80 year.

Priorities for the second year of module development through the Consortium were established in August 1979 through a mailing procedure. Most states have also nominated their consultants for the second year and applications have been sent to them.

For a detailed report of the activities accomplished each month, see the four quarterly Progress Reports which are presented as Appendix D, E, F, and G. Both module development and related activities are reported along with dates of accomplishment.

Major Activities

The major activities for the 1978-79 Consortium year have been as follows:

1. The development and completion of contracts with the seven member states.
2. Conducting the First Board of Members meeting on September 13, 1978 (see Appendix A for minutes).
3. Securing nominations of consultant writers and reviewers from each member state.
4. Seeking applications from all nominated persons.
5. Selecting the best consultant writers and reviewers from all of those who were nominated and completed applications.
6. Conducting a Special Board of Members meeting December 3, 1978 (see Appendix B for minutes).
7. Development, with the help of consultants, of each of the various versions of the seven modules. Without a doubt, this was, as expected, the major activity as far as time and effort were concerned.
8. Coordinating the critique of each module prospectus.
9. Coordinating the critique of the field-review version of each module.
10. Coordinating the field testing of each module in each state.
11. Conducting the Second Board of Members meeting on March 26, 1979 (see Appendix C for minutes).
12. Maintaining frequent liaison with the seven member state representatives and/or state department of education contacts.
13. Conducting field-test coordinator training sessions in four states.

Problems

Only one significant problem emerged during the 1978-79 Consortium contract year--that was slippage from the original development timetable. For two major reasons, this slippage was unavoidable during the first contract year. Although work at the National Center was initially scheduled to begin on September 1, 1978, no state was able to finalize a contract with the National Center until October 1978. Three states signed contracts in October 1978; one state in December 1978; one state in January 1979; one state in July 1979; and the seventh state did not complete its agreement until December 1979. Although most of these contracts were retroactive to September 1, 1978, development work could not begin on any contract until it was fully approved.

The other major factor that has contributed to the slippage problem has been the longer time required for field testing each module than originally expected. The initial expectation was that sufficient field testing could be completed in about a four-month time frame. Actual experience indicates that at least six months and perhaps as much as ten months may be required to obtain the desired minimum of fifty test completions with at least five states participating. National Center Consortium staff and Board Members are in agreement that field testing should not be forced or superficially done, and that a sufficient number of tests should be completed as a basis for revision of the modules for publication.

Although there has been slippage in the proposed time schedule for the reasons mentioned, work has progressed steadily, cooperatively, and in a manner that will result in the availability of high quality competency-based materials for the preparation of administrators of vocational education.

Summary and Conclusions

The viability of the cooperative development approach as a cost-effective procedure for developing and field testing high quality professional materials that meet the identified needs of several states has been successfully demonstrated through the Consortium's first year of operation. Perhaps the best measure of the Consortium's success is indicated by the intent of all member states to continue their financial support and participation in the Consortium for a second year.

The feelings of members in one state were reflected in their final report by the following statements. "The 1978-79 project...has been a professionally useful and worthwhile effort as viewed by the project co-directors. Although time consuming on occasions because of the time slippage mentioned above, the final

output--high quality competency-based administrator education modules--has been worth the effort. It is recommended that... continue to participate in the Consortium for the Development of Professional Materials for Vocational Education because of the quality of modules produced and because of the cost-effectiveness resulting in the work being done centrally by an experienced research and development staff."

The formation and operation of the multi-state Consortium has led to the following recognized advantages over individual state efforts:

1. Member states can effectively pool limited financial resources for curriculum development purposes. The cooperative approach permits major savings as compared to the cost of individual state efforts, if such efforts are possible at all.
2. Member states can effectively pool the professional expertise needed to develop, critique, revise, field test, and publish high quality materials addressing many different competencies.
3. Through cooperative development, member states can avoid the unnecessary duplication of effort and enhance the quality of the materials developed.

APPENDIX A

SUMMARY

Organizational Meeting for the Consortium for the Development of Professional Materials for Vocational Education

September 13, 1978

The meeting was called to order by Bob Norton at 8:45 a.m. In attendance were representatives of six states and the National Center for Research in Vocational Education (see Attachment A for a list of participants).

Participants reported the status of their respective states with regard to the processing of the Consortium contract. Following these reports, Bob Norton summarized for participants the procedures used in identifying, verifying, and clustering the competencies to be addressed in Consortium materials. Copies of the National Center's existing administrator modules and the research report were made available for the participants' further examination.

Bob Norton directed the participants in a detailed review of the Consortium contract. As a part of this review, the module development procedures were discussed at length. It was suggested by the group that a plan be developed for publicizing the development of the Consortium materials. In addition, it was suggested that effective strategies for implementing the materials be compiled within each state and shared among the state representatives.

In order to help determine module development priorities, each representative completed a Module Priorities rating sheet (see Attachment B). Representatives rated each competency area in terms of its importance for their respective states and then ranked their number one choices. As a result of this rating process, it was determined that the six modules to be developed during the Consortium's first year will address the competency areas which are listed in rank order as follows:

1. Direct Program Assessment
2. Direct Curriculum Development
3. Supervise the Improvement of Instruction
4. Promote the Vocational Education Program
5. Manage the Instructional Program
6. Provide a Staff Development Program

All participants expressed satisfaction with the priority competency areas selected. It was agreed that, if other states join the Consortium, additional modules will be developed in the order ranked (see Attachment C for a copy of the ranking of module development priorities).

The utilization of consultants during the module development process was discussed. Participants were asked to nominate (by September 22) persons who would be able to make significant contributions to the development of the modules (e.g., in drafting information sheets, reviewing module drafts). See Attachments D and E for copies of the Consultant Nomination form.

Participants were provided with a tentative calendar of events at the suggestion of one of the state representatives. This calendar listed meeting dates scheduled, due dates for certain management aspects of the Consortium, and some tentative due dates for key module development activities. The calendar was discussed and additional activities listed where appropriate (see Attachment F for a copy of this calendar).

After reviewing the calendar of events, participants expressed a desire for a meeting of Consortium representatives during the AVA convention in Dallas in December. Bob Norton and Jim Hamilton agreed to arrange such a meeting.

Prior to a review of field-test guidelines and procedures, Bob Norton requested that each state representative assist the development process by submitting certain items of information as follows:

1. Name of institutions/agencies which will field test
2. Name of contact person at each field-test site
3. Description of field-test opportunities (i.e., best dates, module titles)
4. Number of module copies needed for field testing (30 copies will automatically be provided. Additional copies will be supplied at cost.)

Karen Quinn reviewed field-test guidelines, procedures, and instruments. She asked that the participants examine each field-test instrument and suggest appropriate deletions and additions.

In keeping with contract specifications, representatives held an election of officers for the Consortium. Unanimously elected were Calvin Cotrell as President and Dale Post as President-Elect.

Following the election of officers, participants discussed matters related to recruitment of new members for the Consortium. It was agreed that the number of member states be limited to twelve and that priority be given to those states which have designated the training of local administrators as a specific concern. Robert Balthaser moved that the membership fee for any state joining this year be in the amount of \$18,000. The motion was seconded and passed unanimously. Additional concerns were presented by Jim Hamilton for consideration and discussion at the December AVA meeting.

In closing the meeting, Bob Norton expressed appreciation to all those in attendance and encouraged the representatives to keep National Center staff aware of any concerns or suggestions which they might have.

Attachment A

CONSORTIUM ORGANIZATIONAL MEETING ROSTER

Participating State Representatives

- | | |
|---|---|
| 1. Robert Balthaser
Assistant Director
Research, Survey, Evaluation
Division of Vocational Education
Ohio Department of Education
65 S. Front Street
Columbus, Ohio 43215 | 5. Dale Post
Director
Division of Occupational
Education Supervision
State Education Department
99 Washington Avenue
Albany, New York 12230 |
| 2. Calvin Cotrell
Professor
Department of Vocational Education
RA 255
Temple University
Philadelphia, Pennsylvania 19122 | 6. Dorothy Pruitt
State Supervisor
Department of Public Instruction
Division of Vocational Education
Raleigh, North Carolina 27611 |
| 3. Jack Grimes
Administrator Training Consultant
Brook Willow Farm
RD #1, Rt. 33
Cooperstown, New York 13326 | 7. Leo Schreiner
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Austin, Texas 78701 |
| 4. James Parker
Associate Professor
Department of Educational
Administration
Southern Illinois University
at Carbondale
Carbondale, Illinois 62901 | |

National Center Participants

Consortium Staff

Bob Norton, Consortium Manager
Jim Hamilton, Associate Consortium Manager
Lois Harrington, Program Associate
Karen Quinn, Program Associate
Audni Miller-Beach, Graduate Research Associate
Debbie Parsley, Secretary

Center Management

Chester Hansen, Associate Director for Management
Ferman Moody, Associate Director, Personnel Development

Attachment B

MODULE PRIORITIES

Name _____ Date _____
 State _____

Please rate each of the following competency areas in terms of their importance from your perspective for your state, by circling the appropriate number on the five-point rating scale (1 = highest priority, 5 = lowest priority). Ther., rank order each of the areas which you have designated as being of highest priority (e.g., from 1-10).

<u>Rating</u>	<u>Ranking</u>	<u>Competency Area</u>
1 2 3 4 5	_____	a. Direct Curriculum Development
1 2 3 4 5	_____	b. Manage the Instructional Program
1 2 3 4 5	_____	c. Direct Program Assessment
1 2 3 4 5	_____	d. Develop Professional Administrative Skills
1 2 3 4 5	_____	e. Improve Professional Relationships
1 2 3 4 5	_____	f. Provide for Individual Student Needs
1 2 3 4 5	_____	g. Provide Administrative Services for Students
1 2 3 4 5	_____	h. Maintain School Discipline
1 2 3 4 5	_____	i. Supervise School Personnel
1 2 3 4 5	_____	j. Supervise the Improvement of Instruction
1 2 3 4 5	_____	k. Evaluate Staff Performance
1 2 3 4 5	_____	l. Provide a Staff Development Program
1 2 3 4 5	_____	m. Select School Personnel
1 2 3 4 5	_____	n. Cooperate with Local and State Administrative Bodies
1 2 3 4 5	_____	o. Prepare Budgets
1 2 3 4 5	_____	p. Manage Business Affairs
1 2 3 4 5	_____	q. Manage Financial Affairs
1 2 3 4 5	_____	r. Obtain Financial Support
1 2 3 4 5	_____	s. Handle Legislative and Legal Matters
1 2 3 4 5	_____	t. Provide Facilities for Vocational Education
1 2 3 4 5	_____	u. Manage Physical Facilities
1 2 3 4 5	_____	v. Involve the Community in the Vocational Education Program
1 2 3 4 5	_____	w. Plan the Public Relations Program
1 2 3 4 5	_____	x. Promote the Vocational Education Program

Attachment C

RANKING OF MODULE DEVELOPMENT PRIORITIES

Rank Order	Aggregate Rating	
1	6	c. Direct Program Assessment
2	8	a. Direct Curriculum Development
3	8	j. Supervise the Improvement of Instruction
4	9	x. Promote the Vocational Education Program
5	10	b. Manage the Instructional Program
6	11	l. Provide a Staff Development Program
7	11	v. Involve the Community in the Vocational Education Program
8	12	k. Evaluate Staff Performance
9	12	f. Provide for Individual Student Needs
10	13	n. Cooperate with Local and State Administrative Bodies
11	13	d. Develop Professional Administrative Skills
12	13	i. Supervise School Personnel
13	14	u. Manage Physical Facilities
14	14	p. Manage Business Affairs
15	14	m. Select School Personnel
16	14	q. Manage Financial Affairs
17	14	s. Handle Legislative and Legal Matters
18	14	r. Obtain Financial Support
19	15	o. Prepare Budgets
20	15	t. Provide Facilities for Vocational Education
21	15	w. Plan the Public Relations Program
22	16	e. Improve Professional Relationships
23	18	g. Provide Administrative Services for Students
24	18	h. Maintain School Discipline



MEMORANDUM

DATE: September 12, 1978

DISTRIBUTION:

TO:

FROM: Robert E. Norton

SUBJECT: Consultants for the Consortium

The procedures outlined for the development of materials through the Consortium specify that consultants will be involved at various stages in the development process. It is extremely important that we begin immediately to identify persons who have particular expertise in the competencies which will be addressed through the six modules.

In order that we may establish a resource bank of qualified consultants, we ask that you nominate those individuals who, in your opinion, would be able to make significant contributions in the development of the modules, e.g., in drafting information sheets, suggesting appropriate learning activities, and/or serving as module reviewers.

Please complete an attached Consultant Nomination form for each person you choose to recommend and return these forms to me by Friday, September 22, 1978.

We certainly appreciate your assistance in this important aspect of our effort.

REN/dlp

Attachment

Attachment E

CONSULTANT NOMINATION

Name of Prospective Consultant _____

Address _____

Telephone _____

Institution/Agency _____

Current Position _____

Area of Expertise:

What is your basis for recommending this person?

What is your assessment of this person's writing ability
(Excellent, Average, Poor, Don't Know)?

Additional Comments:

Your Name _____

Address _____

Telephone _____

CONSORTIUM CALENDAR

SEPTEMBER	OCTOBER	NOVEMBER
13 - FIRST BOARD OF MEMBERS ORGANIZATIONAL AND PLANNING MEETING 18 - Work on modules commences	15 - FIRST PAYMENT DUE 23 - Module prospecti for first three modules ready for review 23 - Member states provide critical reviews of prospecti by-- at least one state agency representative at least one university person (4 wks.)	20 - Module prospecti for second three modules ready for review 20 - Member states provide critical reviews of prospecti by-- at least one state agency representative at least one university person (4 wks.) INCLUDE PARTICIPATION IN CONSORTIUM AS PART OF NEXT YEAR'S STATE PERSONNEL/ CURRICULUM DEVELOPMENT PRIORITIES DISCUSS PARTICIPATION WITH OTHER POTENTIAL MEMBER STATES, IF DESIRED
DECEMBER	JANUARY	FEBRUARY
CONSORTIUM STAFF SENDS OUT NOTICE TO PERSONNEL DEVELOPMENT COORDINATORS AND STATE DIRECTORS LISTING CURRENT MEMBER STATES AND POTENTIAL MEMBER STATES	15 - SECOND PAYMENT DUE	26 - Drafts of first three modules ready for review 26 - Each module reviewed by at least three local-level administrators (4 wks.) 26 - Member states provide critical reviews of drafts by-- two practicing local administrators two university persons two state agency persons (4 wks.) SEND LETTERS OF INTENT TO PARTICIPATE IN CONSORTIUM DURING 1979-80 TO THE NATIONAL CENTER

MARCH	APRIL	MAY
26 - Drafts of second three modules ready for review 26 - Each module reviewed by at least three local-level administrators (4 wks.) 26 - Member states provide critical reviews of drafts by-- two practicing local administrators two university persons two state agency persons (4 wks.) SECOND BOARD OF MEMBERS MEETING FIELD-TEST COORDINATORS MEETING NATIONAL CENTER SENDS CONSORTIUM CONTRACTS TO INTERESTED STATES	Spring Quarter - Field test first three modules 30 - THIRD PAYMENT DUE	Field Testing
JUNE	JULY	AUGUST
Summer Quarter - Field test second three modules Summarize data - first three CONTRACTS FOR 1979-80 SIGNED OFF BY ALL PARTIES	Field Testing Module Revision	Field Testing Summarize data - second three Module Revision

APPENDIX B

SUMMARY

Board of Members Meeting of the Consortium for the
Development of Professional Materials for
Vocational Education
Dallas, Texas

December 3, 1978

Members Present:

Pennsylvania	- Cal Cotrell, President
New York	- Dale Post, President-Elect
Illinois	- Wayne Ramp
North Carolina	- Bob Mullen
Texas	- Leo Schreiner
National Center	- Jim Hamilton, Acting Consortium Program Director

Members Absent:

Ohio

Guests:

Florida	- Helen Lipscomb
Kentucky	- Larry Barnhart
New York	- Don Dayer

The meeting was called to order by Board of Members President, Cal Cotrell.

- A. Jim Hamilton gave a report on progress since the September 13 meeting. The following items were included in his report:
1. To date, contracts have been signed off for three states, Pennsylvania, Illinois, and Ohio. Contracts for New York and North Carolina have been signed off at the National Center and are being processed at the states. The Texas contract is in the approval process at Texas.
 2. Interest in participating in the Consortium this year remains high in both Florida and Kentucky with efforts continuing to gain needed state approvals.
 3. Although nominations from members states were much later than the requested date of September 22 for module writers and reviewers, these nominations, along with potential writers and reviewers identified during the competency verification study, did permit mailing of applications for

writer/reviewer consultants to approximately 110 individuals about October 20. As a result, 64 applications were received. From these, project staff selected writers and reviewers for the first six modules per the attached listing (see Attachment A).

4. Meetings at the National Center with writers of the first three modules have been set for mid-December to initiate module development.

Meetings with writers of the second three modules will be initiated as contracts in process are finalized.

5. Center staff have completed literature searches for the first six modules and are now reviewing literature and developing a tentative prospectus for each of the first three modules. These will be coming to the states for review by early January.

B. In a general discussion of consortium activities, the following points were made:

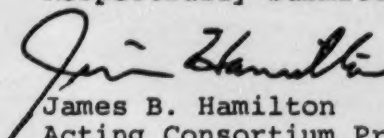
1. We need to get as much information and tangible evidence of progress to the states and as early as possible prior to continuation efforts. (Minutes of the first meeting were late.)
 - a. A one-page "Executive Briefing" should be prepared to share with key persons in each member state and prospective member states.--The 90-day progress report might fit this need.
 - b. State representatives requested that this information be mailed to persons on the attached listing.
 - c. This report should be over Dr. Taylor's signature if possible to attract attention of key state-level individuals.
2. We should follow through on the request for sole source approval letters for each state as these letters should be in their files for audit purposes.
3. Staff and consultants should be urged to get ideas in print quickly and not strive for perfection initially, thus giving states opportunity for early input.
4. The question was raised as to whether the source of paid module reviewers was not to be limited to member states. Development Guidelines are to be checked and conformed to in selecting reviewers for modules beyond the first six.

The group agreed that, due to the lateness of nominations from member states that, if needed, exception be granted for the National Center to go ahead with paid reviewers already identified for the first six modules.

- C. Requirements of new states wishing to participate in the Consortium were discussed.
1. Basic requirements of new members in other consortia were presented.
 2. It was generally agreed that the Consortium wanted to encourage participation of new states during the second year and not set requirements that would tend to penalize new members.
 3. The policy established concerning membership requirements for new states during the second year of the Consortium will be:
 - a. that new states will pay the same cost of membership as initial members pay during the second year, and
 - b. recognizing the differing level of resources among states, Consortium materials are to be priced the same for all states.

Meeting Adjourned

Respectfully Submitted,



James B. Hamilton
Acting Consortium Program Director

Writers and Reviewers for the First Six Modules

1. DIRECT CURRICULUM DEVELOPMENT

- Writers: Dr. Don Bright / Professor, Business Education / Bowling Green State University / Bowling Green, OH
- Dr. Lawrence Monaco / Dean, Curriculum & Instruction / Dutchess Community College / Poughkeepsie, NY
- Reviewers: Douglas Adamson / Director, Division of Occupational Education Instruction / State Education Department / Albany, NY
- Anthony Mercurio / Assistant to the President / Bristol Community College / Fall River, MA
- Don Fisher / Assistant Dean of Instruction / Los Angeles Trade-Technical College / Los Angeles, CA

2. SUPERVISE THE IMPROVEMENT OF INSTRUCTION

- Writers: Dr. Richard Outcalt / Head T&I Teacher Educator / University of Cincinnati / Cincinnati, OH
- Robert Nagle / Director, Vocational-Technical / Lehigh County AVTS / Schnecksville, PA
- Reviewers: Dr. Donald Altieri / Dean, Educational Development / Caldwell Community College / Hudson, NC
- Russell Glowacki / Director of Occupational Education / Genesee-Wyoming BOCES / Batavia, NY
- Robert Muzzi / Director, Vocational Education / Lackawanna County AVS / Dunmore, PA

3. PROVIDE A STAFF DEVELOPMENT PROGRAM

- Writers: Dr. Melvin Miller / Associate Professor / University of Tennessee / Knoxville, TN
- Dr. Bill Gooch / Associate Professor, Department of Occupational Education / Southern Illinois University / Carbondale, IL
- Reviewers: Dr. D. Dee Martin / Educational Vice-President / Utah Technical College at Provo / Provo, UT
- James Fisher / Superintendent / New Plymouth District / Payette, ID
- Dr. Ronald Detrick / Director of Career Education / San Diego Unified School District / San Diego, CA

4. DIRECT PROGRAM ASSESSMENT

Writers: Dr. Tim Wentling / Associate Professor & Director, Office of Vocational Education Research / University of Illinois / Urbana, IL

William Hill / Superintendent of Schools / Community Unit District #1 / Charleston, IL

Reviewers: Roland Alexander / Placement, Department of Career/Vocational Education / East St. Louis, IL

Doris Belton / Chief, Bureau of Occupational Education Program Services / State Education Department / Albany, NY

Harold Finn / Regional Vocational Administrator, Program Approval & Evaluation - DAVTE / Illinois Office of Education / Mt. Vernon, IL

5. MANAGE THE INSTRUCTIONAL PROGRAM

Writers: Dr. Lionel Drechsel / Vocational & Planning Director / Ogden City School District / Ogden, UT

Don Fisher / Assistant Dean of Instruction / Los Angeles Trade-Technical College / Los Angeles, CA

Reviewers: Richard Orczyk / Director of Occupational Education Planning / Rochester City School District / Rochester, NY

Lee Rawhouser / Vice-President / Northeast Technical Community College / Norfolk, NE

Marlin Johnson / Chief Administrator / Uintah Basin Area Vocational Center / Roosevelt, UT

6. PROMOTE THE VOCATIONAL EDUCATION PROGRAM

Writers: Dr. Robert Carter / Administrative Assistant, Career & Vocational Education / Jefferson County Board of Education / Birmingham, AL

Frederick Champagne / Assistant Director of Occupational Education / Glens Falls, NY

Reviewers: Robert Brown / Director of Vocational Education / Mercer County AVTS / Mercer, PA

Jack Lilie / Occupational Director / Hamilton-Fulton-Montgomery BOCES / Johnstown, NY

James Frasier / Director, Career Education / Dayton Public Schools / Dayton, OH

Key Persons to be Kept Informed Regarding
Consortium Progress

Pennsylvania	- Jack Struck Ken Swatt
Texas	- Dr. M. L. Brockett, Commissioner of Education
Kentucky	- Arnold Wilson Jewel Bene Ellis
North Carolina	- (Bob Mullen will designate individuals)
New York	- Gerald Freeborne, Assistant Commissioner of Occupational and Continuing Education
Illinois	- James Galloway, Assistant Superintendent of Education Dr. Ronald McCage, Program Manager, Research and Development James Haire, Contract Administrator
Florida	- Joe D. Mills

APPENDIX C

SUMMARY

Board of Members Meeting of the Consortium for the
Development of Professional Materials for
Vocational Education
Columbus, Ohio

March 26, 1979

The meeting was called to order by Bob Norton at 8:30 a.m. In attendance were representatives of six states and the National Center for Research in Vocational Education. See Attachment A for a copy of the day's agenda and Attachment B for a roster of participants.

Bob Norton gave a report on progress made since the special December 3, 1978 meeting at Dallas. The following major items were included in his report:

1. A contract from North Carolina was received on December 6, 1978 and from New York on January 25, 1979. On March 7, 1979 the state of Florida indicated its intent to join the Consortium effective April 1, 1979.
2. Interest in the Consortium still remains high in Texas and Kentucky. Staff have carried out a number of recruitment activities designed to interest other states in the Consortium. Bob made personal contacts with representatives of 12 states attending a National Center conference in January. A letter of invitation and recruitment information was sent to 14 state directors and their respective personnel development coordinators on January 25th. Over 40 follow-up phone calls were also made to further explain the Consortium and answer specific questions.
3. In terms of module development, it was reported that the first module "Direct Curriculum Development" had been drafted and submitted for field review on February 27th. Two additional modules, "Supervise the Improvement of Instruction" and "Provide a Staff Development Program" were reported nearly ready for field review. A consultants' meeting on the fourth module "Direct Program Assessment" was held on March 5 and the consultants are now preparing material for it.
4. Bob indicated that module development was not as far along as had been anticipated for two major reasons. First, nominations for consultant writers and reviewers from member states were received much later than expected, which in turn delayed the selection of these persons. Second, none of the contracts were approved until October and two were not signed off until December and January. The Ohio State University policy forbids the beginning of any development or other work until contracts are finalized.

5. Meetings with consultants and staff for the next two modules will be held in April or early May.
6. Field review directions and instrumentation have been prepared.
7. Field-test guidelines and instrumentation have been prepared and are ready for use.
8. A module prospectus on the fourth module "Direct Program Assessment" was mailed to all states for their review and reactions on March 16, 1979.

At this point, Lois Harrington, Karen Quinn, and Audni Miller-Beach each presented and discussed the modules they were responsible for developing. A summary of the field review data already received on the "Direct Curriculum Development" module was presented and discussed. Reactions to the "Direct Curriculum Development" module from the field were mixed but largely positive.

Considerable discussion of this module by the Board members resulted in the following concerns being raised:

1. Some terms are not adequately defined.
2. It is difficult in this module to address the vocational education curriculum development process and terminology for both the traditional or conventional approach and the competency-based approach, but it was recommended that such be attempted.
3. Some members felt that articulation had not been adequately stressed and explained.
4. Concern was expressed that each of the competencies being addressed were not as apparent as they should be in the final assessment form.

It was felt that the review process directions and instruments should be changed. It was recommended that we send a copy of the User's Guide along with the module and that we make more explicit to the reviewers that they need to offer clear alternatives rather than just criticisms. Bob Norton indicated that a new field review instrument would be developed, that the User's Guide would be included with the next reviews, and that the directions would be modified to place more emphasis on the solicitation of specific suggestions for module improvement.

Some Consortium members pointed out that our module writers should rely heavily on our consultants and module reviewers for content expertise. While it was recognized that the module writers must review the literature and otherwise immerse themselves in the topic before writing about it, the final determination on content matters should rest with the consultants and senior staff.

A copy of the prospectus for the module "Direct Program Assessment" was shared with participants and considerable discussion followed. It was recommended that a two-column analysis (actions, and related knowledges and attitudes) be made of each competency statement early in the development process as a means of determining the objectives and tentative final assessment form for the module. Considerable discussion ensued regarding the module development process itself. It was pointed out that not all of the identified competencies are of equal importance and hence, they will be dealt with differently in the information sheets and final assessment form. It was also emphasized that while the staff and consultants had been using a more informal process to analyze the competencies involved in order to derive the module objectives, content, etc., a more formal competency-by-competency analysis would be tried on future modules. See Attachment C for a copy of the analysis form developed specifically for this purpose.

The results of and procedures used for recruitment of potential new Consortium member states were discussed. Phone calls, personal contacts, letters, and recruitment information have been used by the Consortium Program Director to promote membership by other states. Although considerable effort has been made in contacting one or more persons in each of 14 states, Florida is the only additional state to indicate definite plans to join the Consortium to date. Other states that have indicated definite interest, however, include Kentucky, Texas, and Georgia. In addition, a Consortium for Staff Development involving Idaho and Washington, has indicated interest in joining the Consortium as a special "state." After discussing the pros and cons of permitting two or more small states to join for a single membership fee, it was recommended that the Consortium staff proceed cautiously in this matter. It was recommended that New Jersey be invited to consider membership (Note: Action to this effect has been taken).

When the question of "what are the plans of current members regarding membership for next year" was raised, all of the state representatives present indicated their intent to recommend that their state continue membership for at least one more year. The question of cost for next year's membership was raised and the Consortium Manager indicated that it should not exceed \$20,000 per state but that a specific figure was not yet available. Such a figure was requested and staff promised to make such available to each state within two weeks. Bob Norton requested that upon receipt of the dollar cost for 1979-80, each state prepare a letter of intent to participate in the Consortium and forward it to him by May 15, 1979, if at all possible. Upon receipt of such a letter, the processing of contracts for next year will be initiated by the National Center. It is hoped all contracts can be signed off for 1979-80 by September 1, 1979 so as to avoid the various delays encountered last year.

At this point, Ohio raised a question about the procedures used for the selection of module consultant writers and reviewers. After an explanation of the procedures used last fall and some discussion, it was agreed that the prime criteria for selection should continue to be the ability of the person to perform the specific writing or review task required for the module in question. It was further agreed that nominations would be requested of the sponsoring states and that due consideration would be given to the selection of those persons by Consortium staff.

Several of the state representatives asked that they be given informal feedback regarding the performance of the writers and reviewers selected from their respective states. This has since been done.

A question was raised regarding the length of the module development cycle. Some expressed the feeling that perhaps the cycle really required a year and one-half to complete rather than one year. The problem of the limited number of modules, as well as opportunities for spring and summer field testing, served to highlight the problem we are currently faced with. Some states feel that limited field testing could be carried out this spring and/or summer but fall would certainly provide better opportunities. It was agreed that we should seek to carry out field testing in each state as soon as the modules and realistic testing opportunities become available. It was also recommended that we try to get a head start during the summer months on module development priorities for the next year, while realizing that some of the field testing and revision of this year's modules will have to be completed in the fall.

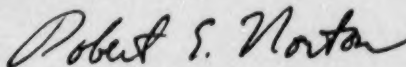
To improve the field review cycle, it was recommended and agreed by Consortium staff to mail field review copies of the modules directly to the persons named by each state representative. Module prospecti, however, will continue to be mailed directly to the state representatives for their review and for distribution.

Proposed field testing guidelines and instrumentation were distributed to each member state and briefly discussed. The importance of following the guidelines and using the instrumentation at the appropriate times was emphasized.

Jim Hamilton briefly discussed the work already done by the National Center to identify the competencies needed by teachers implementing competency-based education. Ken Swatt indicated that Pennsylvania is interested in supporting the National Center in the development of PBTE modules in this area because of the: (1) desire for a common module format, (2) cost-effectiveness that can be brought to bear in a cooperative effort, and (3) quality control that the National Center could provide. Interest in pursuing this option seems to vary from state to state. The limitation of time did not permit any indepth discussion of this proposed option.

The meeting was adjourned at 5:00 p.m. and an informal dinner at the OSU Holiday Inn followed at 6:30 p.m.

Respectfully Submitted,



Robert E. Norton
Consortium Program Director

Attachment A

AGENDA

Field-Test Coordinators Meeting
Monday, March 26, 1979 - Room 1-B

- 8:30 a.m. Introductory Comments
 Progress Since December Meeting
 Review of Modules
- 9:45 a.m. Break
- 10:00 a.m. Field Review of Modules
 Field Testing of Modules
 - Review of Guidelines
 - Review of Instruments
 - Review of User's Guide
- 11:45 a.m. Lunch - OSU Golf Course

Board of Members Meeting
Monday, March 26, 1979 - Room 1-B

- 1:15 p.m. Membership and Contract Status
 - Current Members
 - Recruitment of New States
 - Plans of Current Members for Next Year
 - Number of Modules, Number of States, and Costs
 - Review of Development Priorities
- 2:45 p.m. Break
- 3:00 p.m. Issues and Concerns
 - Proposed CBI Option (Research, Development, Field Testing)
 - Review of Current Development Procedures
 - Others
- 4:00 p.m. New National Center Products and Services
- 5:00 p.m. Adjourn
- 6:00 p.m. Social - OSU Holiday Inn
- 6:30 p.m. Dinner - OSU Holiday Inn

Attachment B

CONSORTIUM MEETING ROSTER
March 26, 1979

State Representatives

Dr. Calvin Cotrell, Professor
Department of Vocational Education
RA 255
Temple University
Philadelphia, Pennsylvania 19122

Dr. John Glenn, Jr., Dean
Division of Vocational-Technical
Education
SUNY College of Technology
811 Court Street
Utica, New York 13502

Dr. George Kosbab
Personnel Development Coordinator
Division of Vocational Education
State Department of Education
907 Ohio Department Building
65 South Front Street
Columbus, Ohio 43215

Mrs. Helen Lipscomb
Consultant, Staff Development
Division of Vocational Education
Florida Department of Education
Knott Building
Tallahassee, Florida 32304

Dr. Dominic A. Mohamed, Chairman
Division of Vocational Education
Florida International University
Tamiami Trail
Miami, Florida 33199

Mr. Robert A. Mullen
Deputy Director, Field Services
State Board for Vocational Education
State Department of Education
Raleigh, North Carolina 27611

Mr. Dale Post, Director
Division of Occupational Education
Supervision
State Education Department
99 Washington Avenue
Albany, New York 12230

Dr. Wayne Ramp, Co-Director
Illinois/NCRVE Consortium
Occupational Education Department
Technology Building
Southern Illinois University
at Carbondale
Carbondale, Illinois 62901

Mr. Kenneth Swatt, Chief
Development Services Section
Department of Education
Commonwealth of Pennsylvania
Box 911
Harrisburg, Pennsylvania 17126

National Center Participants

Bob Norton, Consortium Program Director
Jim Hamilton, Senior Research and Development Specialist
Lois Harrington, Program Associate
Karen Quinn, Program Associate
Audni Miller-Beach, Graduate Research Associate
Debbie Parsley, Secretary
Chester Hansen, Associate Director for Management
Ferman Moody, Associate Director, Personnel Development

4/2/79

COMPETENCY ANALYSIS FORM*

Competency # ____ - _____

In performing this competency, the administrator will need to:

CONDUCT THESE ACTIVITIES

KNOW THE FOLLOWING

EXHIBIT THESE ATTITUDES

1.

33

Attachment C

*Use additional pages if needed. Activities should be sequenced in their likely order of occurrence. All knowledge and attitude items should be related to an activity statement.

40

APPENDIX D

PROGRESS REPORT

Consortium for the Development of Professional Materials for Vocational Education

September to December 1978

MAJOR ACTIVITIES DURING THIS PERIOD

A. Module Development

- | | |
|--|--------------------------|
| 1. Work on modules commences | September 18 |
| 2. Literature searches initiated | October 10 |
| 3. First three module prospecti drafted | December 14 |
| 4. 110 nominations for consultant writers and reviewers | September 21-November 15 |
| 5. Responses received from 64 of the 110 writer and reviewer consultants nominated | October 26-November 30 |
| 6. Module writers and reviewers for the first six modules selected | November 17 |
| 7. Center staff confer with first three module writers | December 11-20 |

B. Related Activities

- | | |
|--|--------------|
| 1. Board of Members Organizational and Planning Meeting, Columbus, Ohio <ul style="list-style-type: none">- Calvin Cotrell, Temple University, elected President- Dale Post, New York State Department, selected as President-Elect- Module priorities were selected- Agreed that number of member states should be limited to 12 | September 13 |
| 2. Board of Members Special Meeting, Dallas, Texas <ul style="list-style-type: none">- Progress report given by Jim Hamilton- States requested they receive tangible evidence of progress as early as possible- Agreed that Consortium wanted to encourage participation of new states- Agreed that new and initial member states should pay the same amount during second year | December 3 |

MAJOR ACTIVITIES PROJECTED FOR NEXT THREE MONTHS

A. Module Development

- | | |
|--|-----------------------|
| 1. Drafts from consultant writers of first three modules due | January 16-27 |
| 2. Center staff confer with second three module writers | January 30-February 9 |
| 3. Nominations of field-test sites and field-test coordinators requested | January 30 |
| 4. Drafts of first three modules ready for field review | February 5-17 |
| 5. Field reviews due on first three modules | February 26-March 5 |
| 6. Drafts of second three modules ready for review | March 23-April 10 |
| 7. First three modules ready for field testing | March 30 |

B. Related Activities

- | | |
|--|---------------|
| 1. Consortium staff sends recruitment information to member states and potential member states | January 22 |
| 2. Consortium members send letters of intent to participate in Consortium for 1979-80 to National Center | February 28 |
| 3. Consortium members assist with recruitment of additional states by responding to requests for information | January-March |
| 4. Conduct Field-Test Coordinators Meeting | March 26 |
| 5. Conduct second regular Board of Members Meeting | March 27 |

Submitted by:

Robert E. Norton
Consortium Program Director

APPENDIX E

PROGRESS REPORT

Consortium for the Development of Professional Materials for Vocational Education

January to March 1979

MAJOR ACTIVITIES DURING THIS PERIOD

A. Module Development

- | | |
|--|---------------|
| 1. Draft material received from writer consultants for first three modules | January 20-31 |
| 2. Field review instruments and directions prepared | February 20 |
| 3. "Direct Curriculum Development" module submitted for field review | February 27 |
| 4. Consultants meeting on fourth module "Direct Program Assessment" held | March 5 |
| 5. Prospectus for "Direct Program Assessment" mailed | March 16 |
| 6. Field-test guidelines and instruments prepared | March 20 |
| 7. Drafts of "Supervise the Improvement of Instruction" and "Provide a Staff Development Program" prepared | March 23 |

B. Related Activities

- | | |
|--|---------------|
| 1. Personal recruitment contacts made with 12 state department representatives | January 11-12 |
| 2. Letter of invitation and recruitment information sent to 14 state directors of vocational education and their respective personnel development coordinators | January 25 |
| 3. First Consortium Progress Report mailed | January 25 |
| 4. Progress Report and thank-you letter sent to key state department personnel | January 31 |
| 5. Names of field testing coordinators and field testing institutions requested | February 6 |

- | | |
|---|------------|
| 6. Consortium recruitment phone calls (approximately 40) made to state directors and other state agency personnel | March 1-20 |
| 7. Florida indicates plans to join Consortium | March 7 |
| 8. Second regular Board of Members Meeting held - (see minutes for details) | March 26 |

MAJOR ACTIVITIES PROJECTED FOR NEXT THREE MONTHS

A. Module Development

- | | |
|---|----------|
| 1. Field review version of "Provide a Staff Development Program" module mailed | April 6 |
| 2. Field review version of "Supervise the Improvement of Instruction" module mailed | April 9 |
| 3. Consultants meeting for "Promote the Vocational Program" module held | April 23 |
| 4. Consultants meeting for "Manage the Instructional Program" module held | May 4 |
| 5. Module prospectus for "Promote the Vocational Program" ready for mailing | May 7 |
| 6. Prospectus for "Manage the Instructional Program" module ready | May 11 |
| 7. Field-test version of "Direct Curriculum Development" module ready | May 14 |
| 8. Field-test version of "Provide a Staff Development Program" module ready | May 22 |
| 9. Field-test version of "Supervise the Improvement of Instruction" module ready | May 31 |
| 10. Field review version of "Direct Program Assessment" module ready | June 15 |
| 11. Field review version of "Promote the Vocational Education Program" module ready | June 29 |
| 12. Field review version of "Manage the Instructional Program" module ready | June 30 |

B. Related Activities

- | | |
|---|-----------|
| 1. Consortium Program Director sends letter to each state regarding membership fee for 1979-80 | April 16 |
| 2. Letters of commitment to participate in the Consortium for 1979-80 requested by the National Center by this date | May 15 |
| 3. Upon receipt of letters of commitment contracting procedures for 1979-80 to be initiated by Consortium staff | May 15-30 |
| 4. Conduct field reviews and prospectus reviews | Varied |
| 5. Begin field testing of first three modules, where appropriate opportunities are available | June |

Submitted by:

Robert E. Norton
Consortium Program Director

APPENDIX F

PROGRESS REPORT

Consortium for the Development of Professional Materials
for Vocational Education

April to June 1979

MAJOR ACTIVITIES DURING THIS PERIOD

A. Module Development

1. "Direct Curriculum Development" module
 - a. Module revision completed May 11
 - b. Field-test version mailed (180 copies) May 21
2. "Provide a Staff Development Program" module
 - a. Field review version mailed April 6
 - b. Field reviews completed April 26
 - c. Module revision completed May 29
 - d. Field-test version mailed (180 copies) June 13
3. "Guide the Development and Improvement of Instruction" module (formerly entitled "Supervise the Improvement of Instruction")
 - a. Field review version mailed April 9
 - b. Field reviews completed April 29
 - c. Field-test version being prepared; a major revision was required in order to better incorporate competency-based education programs May-June
4. "Direct Program Evaluation" module (previously entitled "Direct Program Assessment")
 - a. Prospectus reviews received April 30
 - b. Consultants drafted materials and work on field review version begun April-May
 - c. Additional consultant work determined to be needed June 1
 - d. Consultant hired June 14
5. "Promote the Vocational Education Program" module
 - a. Consultants conceptualization meeting held April 23
 - b. Module prospectus mailed May 15
 - c. Prospectus reviews completed June 8
 - d. Consultants drafts received June 15-20

6. "Manage Recruitment, Admissions, and Scheduling" module (formerly entitled "Manage the Instructional Program")

- | | |
|---|------------|
| a. Consultants conceptualization meeting held | May 4 |
| b. Module prospectus mailed | May 15 |
| c. Prospectus reviews completed | June 8 |
| d. Consultant drafts received | June 15-30 |

B. Related Activities

- | | |
|---|------------|
| 1. Consortium recruitment activities continued | April-June |
| 2. Florida joins Consortium | April 1 |
| 3. Texas indicates plans to join Consortium | April 20 |
| 4. Letters of commitment for 1979-80 received from Ohio, Pennsylvania, and New York; and processing of contracts for 1979-80 received | May |
| 5. Orientation to modules and field testing procedures conducted for Ohio field-test site leaders | May 29 |
| 6. Audni Miller-Beach granted two-month leave of absence | June 1 |
| 7. Ohio contract for 1979-80 approved | June 13 |

MAJOR ACTIVITIES PROJECTED FOR NEXT THREE MONTHS

A. Module Development and Testing

- | | |
|---|-----------|
| 1. Continue field testing, where possible, of first two modules | |
| 2. Begin work on "Involve the Community in Vocational Education" module | July 6 |
| 3. Mail field-test version of "Guide the Development and Improvement of Instruction" module | July 25 |
| 4. Mail field review version of "Direct Program Evaluation" module | July 30 |
| 5. Mail field review version of "Manage Recruitment, Admissions, and Scheduling" module | August 10 |

- | | |
|---|-------------|
| 6. Mail field review version of "Promote the Vocational Education Program" module | August 17 |
| 7. Begin work on 1979-80 set of modules | September 3 |

B. Related Activities

- | | |
|--|-------------|
| 1. Remaining states send letter of commitment to Consortium Program Director | July |
| 2. Contracts for 1979-80 signed off with remaining states | July-August |
| 3. States submit module priority rankings for 1979-80 | July 20 |
| 4. States submit nominations for module consultant writers and reviewers | July 20 |
| 5. Consultant nominees contacted and writer and reviewer selections made | August |

Submitted by:

Robert E. Norton
Consortium Program Director

APPENDIX G

PROGRESS REPORT

Consortium for the Development of Professional Materials
for Vocational Education

July to September 1979

MAJOR ACTIVITIES DURING THIS PERIOD

A. Module Development

1. "Direct Curriculum Development" module
 - a. In field testing - 15 tests received
2. "Provide a Staff Development Program" module
 - a. In field testing - 15 tests received
3. "Guide the Development and Improvement of Instruction" module
 - a. Submitted for field testing August 1
4. "Direct Program Evaluation" module
 - a. Field review version completed July 16
 - b. Field review version mailed August 8
 - c. Revision of field review version begun September 28
5. "Promote the Vocational Education Program" module
 - a. Preparation of field review version begun July 30
6. "Manage Student Recruitment, Admissions, and Scheduling" module
 - a. Additional consultant work determined to be needed July 1
 - b. Preparation of field review version begun August 6
7. "Involve the Community in Vocational Education" module
 - a. Work begun on module July 6
 - b. Conceptualization meeting held August 3
 - c. Module prospectus mailed September 7

B. Related Activities

- | | |
|---|--------------|
| 1. Consortium recruitment activities continued | July-August |
| 2. Contracts for 1979-80 submitted to Florida and North Carolina | July 16 |
| 3. Florida contract for 1978-79 approved | July 16 |
| 4. Illinois contract for 1979-80 approved | July 30 |
| 5. Orientation program for Florida field-test resource persons held - Orlando | August 13 |
| 6. Audni Miller-Beach terminates employment as Graduate Research Associate | August 31 |
| 7. Third Board of Members meeting held at National Center - Columbus | September 13 |
| 8. David Greer begins employment as Graduate Research Associate | September 17 |

MAJOR ACTIVITIES PROJECTED FOR NEXT THREE MONTHS

A. Module Development and Testing

1. Continue and/or begin field testing of first four modules
2. Complete field-test versions of next three modules
3. Begin work on 1979-80 modules
4. Revise first three modules for publication

B. Related Activities

1. Complete development of 1979-80 contracts with Texas, Florida, New York, North Carolina, and Pennsylvania
2. Make final selections of module consultant writers and reviewers for 1979-80 modules
3. Summarize field-test data on first three modules

Submitted by:

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